

**Contents**

Overview .....	2
Turning 5 Reevaluations: Roles and Responsibilities .....	3
District CSE Staff.....	3
CSE-based IEP Teams .....	3
School-based IEP Teams .....	4
Principals and School Staff.....	5
Turning 5 Initials: Roles and Responsibilities.....	6
First Steps for Clinicians after Receiving an Initial Case Assignment.....	6
Additional Initial Cases.....	8
Case Assignments.....	8
SEGIS Access .....	8
Referral Notices Sent by Central DOE .....	10
Confirm Open, Reevaluation Process Stage in SEGIS .....	10
Contact Parents/Guardians.....	11
School Staff Meet to Plan.....	11
District CSE Staff Fax or Upload Preschool IEPs and Assessments into SEGIS.....	11
Assessment Planning .....	11
Contact Preschools to Schedule Observations .....	12
Address Changes.....	13
Turning 5 Information and Resources .....	13

## Overview

Students born in 2014 will start kindergarten in September 2019. School and CSE IEP Teams will reevaluate students with preschool IEPs who were born in 2014 (who are “Turning 5”). After conducting any necessary assessments, IEP teams will conduct IEP meetings to determine students’ eligibility for school-age special education services and, for those who are eligible, develop kindergarten IEPs. These cases are considered **reevaluations**.

The DOE will also assign Turning 5 cases for students who have been evaluated by the Committee on Preschool Special Education (CPSE), who have been found eligible for preschool special education services, and whose parents have not yet consented to special education services to school-based and CSE-based IEP teams. IEP teams must consider these students’ eligibility for school-age special education services. These cases are considered **initial cases**.

Note that new referrals of students born in 2014 who have *not* been evaluated by the CPSE will also be considered initial referrals. When these cases are assigned or opened by the field in SESIS, IEP teams will also conduct evaluations and consider eligibility for school-age special education services.

Central DOE will send blue referral notices to parents/guardians when cases are assigned centrally.

Case assignment lists will be provided to school and CSE Supervisors of Psychologists as appropriate. Supervisors of Psychologists will forward these case assignment lists to IEP teams and principals by email.

### **For all Turning 5 cases with a June 15 compliance date:**

- 85% of cases assigned on or before April 10, 2019 should be complete;
- IEP meeting notices must be mailed by May 2, 2019; and
- 95% of cases must be completed by May 16, 2019; and
- 100% of cases must be completed by June 1, 2019.

Please review the information on the following pages for overviews of:

- Timelines, roles and responsibilities for reevaluations, and
- Timelines, roles and responsibilities for initials

## Turning 5 Reevaluations: Roles and Responsibilities

### District CSE Staff

#### Starting December *and ongoing*

- Fax or upload preschool IEPs and other documents into SESIS.

#### January and February

- Receive progress reports from preschools.
- Fax or upload progress reports into SESIS as they are received.
- February 1: Deadline for preschools to provide progress reports to SEEPPOs.
- February 28: Deadline for SEEPPOs (district CSEs) to complete faxing or uploading preschool progress reports into SESIS. Please make sure to label progress reports as “SY19 Progress Report” and upload them under “Documents Related to Pre-School – Other”.

### CSE-based IEP Teams

#### Starting December *and ongoing*

- Determine which Turning 5 cases have been assigned to your IEP team by consulting assignment lists that are emailed to your Supervisor of Psychologist. ***Do not*** start to work on cases without confirming that students have been assigned to your IEP team.
- ***Do not*** create requests for reevaluation. Cases will be opened by the Central DOE T5 team. Referral notices will be sent by the central DOE T5 Team.
- Review preschool IEPs and existing assessments.
- Contact parents/guardians. See [the Turning 5 Procedures for Clinicians Contacting Parents, here](#).
- Plan any necessary assessments, including observations, and create **Assessment Planning** documents. Submit referrals for assistive technology evaluations and request assistance for specialized assessments, if applicable.
- Send **Consent for Additional Assessment** or **Notice of No New Testing** letters.
- Kindergarten application period is in progress. Encourage families to apply to kindergarten.

#### Starting January *and ongoing*

- Schedule assessments; contact preschools to schedule observations.
- Progress reports are due by February 1. Preschools will send them to SEEPPOs (district CSEs) throughout December and January. SEEPPOs will fax or upload progress reports into SESIS as they receive them. ***Please do not*** request progress reports from preschools. Preschools will provide progress reports by February 1 and progress reports should be uploaded in SESIS by February 28<sup>th</sup>.
- Submit medical documentation from parents/guardians and referrals for specialized transportation accommodations and/or nursing services, if applicable.
- Conduct any assessments, including observations.
- Schedule IEP meetings and send **Notices of IEP Meeting**.
- Kindergarten application period closes on January 22. Encourage families to apply before the deadline.

#### Starting February *and ongoing*

- Conduct IEP meetings.

#### May

- May 2: For cases with June 15 compliance dates: IEP meeting notices must be mailed for 100% of cases.
- May 16: For cases with June 15 compliance dates: 95% of all cases must be completed.

#### June

- June 1: 100% of cases with June 15 compliance dates must be completed.

#### July

- July 1: 100% of cases with July 15 compliance dates must be completed.

#### August

- August 1: 100% of cases with August 15 compliance dates must be completed.  
*Cases with compliance dates of August 16 through August 31 must be completed by two weeks prior to their compliance dates.*
- August 26: 100% of cases with compliance dates of September 1 through September 15 must be completed.

#### School-based IEP Teams

##### Starting December *and ongoing*

- Determine which Turning 5 reevaluations have been assigned to your school by consulting lists sent by Supervisors of Psychologists.
- ***Do not*** start to work on cases without confirming that students have been assigned to your school.
- ***Do not*** create requests for reevaluation. Cases will be opened by the Central DOE. Referral notices will be sent by the Central DOE.
- Meet with principals to develop plans for managing Turning 5s.
- Review preschool IEPs and existing assessments.
- Contact parents/guardians. See the [Turning 5 Procedures for Clinicians Contacting Parents](#), [here](#).
- Plan any necessary assessments, including observations, and create **Assessment Planning** documents. Submit referrals for assistive technology evaluations and request assistance for specialized assessments, if applicable.
- Send **Consent for Additional Assessment** or **Notice of No New Testing** letters.
- Kindergarten application period is in progress. Encourage families to apply to kindergarten.

##### Starting January *and ongoing*

- Check SESIS regularly for preschool progress reports. Progress reports are due February 1, and preschools will send them to district CSEs throughout January. District CSE staff will fax or upload progress reports into SESIS as they receive them. ***Please do not*** request progress reports from preschools.
- Schedule assessments; contact preschools to schedule observations for January and early February.
- Submit medical documentation from parents/guardians and referrals for specialized transportation accommodations and/or nursing services, if applicable.
- Conduct any assessments, including observations.
- Schedule IEP meetings and send **Notices of IEP Meeting**. Invite staff from students' zoned schools to participate, if appropriate.
- Kindergarten application period closes on January 22. Encourage families to apply before the deadline.

##### Starting February *and ongoing*

- Conduct IEP meetings.

#### May

- May 2: For cases with June 15 compliance dates: IEP meeting notices must be mailed for 100% of cases.
- May 16: For cases with June 15 compliance dates: 95% of all cases must be completed.

#### June

- June 1: 100% of cases with June 15 compliance dates must be completed.

#### July

- July 1: 100% of cases with July 15 compliance dates must be completed.

#### August

- **August 1: 100% of cases with August 15 compliance dates must be completed.**  
*Cases with compliance dates of August 16 through August 31 must be completed by two weeks prior to their compliance dates.*
- **August 26: 100% of cases with compliance dates of September 1 through September 15 must be completed.**

#### Principals and School Staff

##### December

- Determine which Turning 5 reevaluations have been assigned to your school by consulting lists sent by Supervisors of Psychologists. (School-based IEP Teams should not start to work on cases without confirming that that the school is responsible for them.)
- Meet with the school-based IEP Team to develop plans for managing Turning 5s.
- Meet with the School Implementation Team (SIT) to develop plans for managing Turning 5s. Develop plans for general education teachers to participate in IEP meetings.
- Develop plans for school staff to participate in IEP meetings for zoned students who will have IEPs developed elsewhere, if applicable.
- Share family resources on the [DOE's website](#) with parent coordinators, guidance counselors, and pre-k teachers and social workers:
  - DOE's Welcome Packet
  - [Kindergarten: An Orientation Guide for Families of Students with Disabilities](#)
- Kindergarten application period in progress. Encourage families to apply to kindergarten.

##### January

- Kindergarten application period closes on January 22. Encourage families to apply before the deadline.

##### May

- **May 2: IEP meeting notices must be mailed for 100% of cases.**
- **May 16: 95% of cases must be completed.**
- Review and prepare to implement IEPs of incoming kindergarten students.
- Invite families of incoming students with IEPs developed elsewhere to "family meetings."

##### June

- **June 1: 100% of cases with a June 15 compliance date must be completed.**
- Review and prepare to implement IEPs of incoming kindergarten students.

- Invite families of incoming students with IEP developed elsewhere to “family meetings.”

## Turning 5 Initials: Roles and Responsibilities

Throughout the winter and into July, the DOE will continue to assign Turning 5 cases for students who have been evaluated by the Committee on Preschool Special Education (CPSE), who have been found eligible for preschool special education services, and whose parents have not yet consented to special education services to school-based and CSE-based IEP teams. IEP teams must consider these students’ eligibility for school-age special education services. These cases are considered **initial cases**. Procedures for them are described below.

The Central DOE will send referral notices to parents/guardians when cases are assigned. IEP teams must **not** create **Initial Referral** documents; teams will start work in SESIS with the **Notice of Social History Meeting** and **Social History Package**.

### First Steps for Clinicians after Receiving an Initial Case Assignment

Follow these steps to begin working on cases of students who were found eligible for preschool special education services, but whose parents have not yet consented to services.

#### 1. Confirm Open, Initial Process Stage in SESIS

Clinicians should confirm that cases assigned to them are open and in the process stage indicated in case assignment lists. For initial cases, in the student’s profile, in the Special Education Summary section, the student must appear as follows:

Process Stage: **Initial**  
Process Type: **Referral**  
Is this process open? **Yes**

If a student’s process stage is incorrect or if the process is not open, the Psychologist/Clinician should inform his or her Supervisor of Psychologists and should not take any action in SESIS until the process stage is correct. The Supervisor of Psychologists should inform [T5CaseManagement@schools.nyc.gov](mailto:T5CaseManagement@schools.nyc.gov) if the process stage information is not correct.

#### 2. Review Preschool IEPs and Other Documents

Review the student’s preschool IEP and other documents in SESIS to determine what additional assessments, if any, will be necessary to determine eligibility for school-age services.

District CSEs are entering preschool documents into SESIS when cases are assigned. If a school-based IEP team is unable to view a student’s preschool IEP in SESIS two weeks after a case is assigned, the family worker should make an appointment to visit the district CSE office to fax documents into SESIS or photocopy them to bring back to the school to be faxed or uploaded into SESIS from there.

#### 3. One Week after Case Assignment, Contact the Parent to Confirm Receipt of Notice of Referral and Schedule Social History Interview

The DOE will send blue Notice of Referral at the same time cases are assigned. To allow time for families to receive notices, teams should wait one week before contacting them. Follow the procedures in the “Turning 5 Procedures for Clinicians Contacting Parents,” [here](#); confirm that a family has received a referral notice and schedule the social history interview. (If the family has not received a referral notice, follow steps described in the checklist.)

**Document every contact with the family and every attempt to reach out to the family in the student's SESIS Events Log.**

**4. Create and Send Notice of Social History Meeting**

Once the team has confirmed that the family has received the referral notice, the team should proceed with scheduling a social history meeting and creating and sending the **Notice of Social History Meeting**.

If it has not been possible to contact the family to confirm that the **Notice of Referral** has been received and outreach attempts have been made and documented, the team should proceed with creating and sending the **Notice of Social History Meeting**.

**5. Meet with Parent**

At the meeting, the social worker should describe the evaluation process; review any existing assessments; inform the parent about what new assessments, if any, are needed; request consent; and, if the parent consents, conduct the social history interview.

Note that even though the parent has previously consented for an initial preschool evaluation, the social worker must inform the parent about the school-age evaluation process and obtain consent for the new, school-age evaluation.

**6. If Parent Does Not Respond to Notice of Social History Meeting**

If a week has passed and the parent has not responded to the **Notice of Social History Meeting**:

- a. Make outreach phone calls (at least TWO attempts at telephone contact at different times of the day).
- b. If no contact is made by phone, send a follow-up letter immediately.

If a parent has not responded after a follow-up letter has been sent, make another outreach phone call. Outreach activities should be complete by the 20<sup>th</sup> day after the case was opened.

*Document every contact with the family and every attempt to reach out to the family in the student's SESIS Events Log.*

**If Parent Consents**

- a. If the parent consents to the initial evaluation, proceed with the evaluation process.
- b. Note that for initial cases, it is not necessary to complete the **Child Outcomes Summary**.

**7. If Parent Has Not Responded to Any Outreach or Refuses to Consent**

If all outreach activities have been completed, take the following steps 25 days after the case was opened:

- a. Send a notice to the parent informing the parent that the case will be closed unless consent is provided within the next 5 days.
- b. If the parent still does not respond within 5 days, close the case with the reason "The parent does not respond/does not appear for social history meeting" and send the **case closing letter** to the parent.

If the parent refuses to consent within 5 days, close the case with the reason "The parent refuses to consent for evaluation" and send the **case closing letter** to the parent.

*Document every contact with the family and every attempt to reach out to the family in the student's SESIS event log.*

### **Additional Initial Cases**

*Please note: Guidance below applies to end of 2018 - 2019 school year only.*

Note that new referrals of students born in 2014 who have *not* been evaluated by the CPSE will also be considered initial referrals. When these cases are assigned, IEP teams will also conduct evaluations and consider eligibility for school-age special education services. Additional information regarding procedures for these cases is provided below.

#### **1. If a parent has sent a referral for school-age services, but not for pre-school services:**

Any new referrals of students born in 2014 should be opened by the CSE as a school-age initial evaluation (i.e., as neither a CPSE nor T5).

#### **2. Any referral of a student born in 2014 that is made late in the school year (end of June) will most likely not be able to get services as a preschool student. Should the CPSE have them evaluated as preschoolers?**

No, the student should be processed by the CSE as an initial school-age referral (i.e., as neither a CPSE nor T5).

#### **3. There are students currently in the process of a CPSE evaluation late in the school year (end of June). Should the CPSE administrators hold a CPSE meeting after the evaluation is completed? If not how does the case get entered in SESIS?**

If the student has not yet been evaluated, CPSE administrators should close the case and inform the CSE to open as an initial in SESIS. The compliance timeline is not affected; the date of CPSE referral must be entered into SESIS as the date of referral. The CSE must obtain school-age consent from the parent as soon as possible, even if the parent already signed the CPSE consent. If the evaluation process has been initiated, the CPSE administrator should work with the parent, the CSE, and the evaluation site to expedite the evaluation so that a school-aged IEP can be developed. If the student has severe needs which warrant initiation of services prior to September, contact your CPSE/CSE Chairperson.

## **Case Assignments**

District and CSE Supervisors of Psychologists and CSE chairs will have access to complete case assignment lists. Supervisors of Psychologists for school-based and CSE-based IEP teams will provide Turning 5 case assignment lists to IEP teams and principals by email. ***Clinicians should not start work on a student's case unless they have confirmed the student has been assigned to the IEP team.***

Please note that some zoned elementary schools will be responsible for the Turning 5 cases of students zoned to other schools in their districts. Staff at schools where cases are assigned should plan to communicate with students' zoned schools and invite staff members to attend IEP meetings, as appropriate.

In addition, Turning 5 cases are assigned not only to elementary school-based IEP teams and CSE-based IEP teams, but also to middle school IEP teams.

### **SEGIS Access**

IEP teams will be able to access SESIS records for all Turning 5 students, as cases are assigned.



School staff will be able to access a report of **students whose Turning 5 cases are assigned to their school:**

From the SESIS homepage, open the **Status of IEPs for Turning 5 Students** report.

- *The **Access Via:** field in the top left portion of the report will show “Admin DBN/School name (default).”*
- *Students listed in the report will be those **whose Turning 5 cases are assigned to the school.***

<u>Student ID</u>	<u>Last Name</u>	<u>First Name</u>	<u>Admin DBN</u>	<u>Physical Location DBN</u>	<u>School Name</u>	<u>Grade</u>	<u>Date of Birth</u>
T5REVL001	Reeval	Turner	99K021	99K021	99K021: Non-Specialized Elem School	Pre-Kindergarten	05/02/2012

(Click on the icon to the left of a student’s ID to view the student’s record.)

Elementary schools in zoned districts will also be able to access a report and SESIS records of **any additional students who live in their zones whose Turning 5 reevaluations have been assigned to CSE IEP teams or other schools.** This will allow schools to learn about and participate in the IEP process for all of their zoned students, as appropriate. Access will be provided as follows:

1. From the SESIS homepage, open the **Status of IEPs for Turning 5 Students** report.
  - *The **Access Via:** drop-down menu in the top left portion of the report will show “Admin DBN/School name (default).”*
2. From the **Access Via:** drop-down menu, choose “Additional Admin.”
  - *Students listed in the report will be those **who live in the school’s zone but whose Turning 5 cases are assigned to other schools or to district CSEs.***

## Timeline, Roles, and Responsibilities for Turning 5 Cases

Select Location: 99K021: Non-Specialized Elem School Access via: Admin DBN/School Name (default) Admin DBN/School Name (default) Additional Admin Additional Physical Location Receiving Admin

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**Status of IEPs for Turning 5 Students (99K021: Non-Specialized Elem School)**

Student ID	Last Name	First Name	Admin DBN	Physical Location DBN	School Name	Grade	Date of Birth
T5REVL001	Reeval	Turner	99K021	99K021	99K021: Non-Specialized Elem School	Pre-Kindergarten	05/02/2012

(Click on the icon to the left of a student's ID to view the student's record.)

School staff will also be able to search for the records of individual students who live in their zones but whose cases are assigned elsewhere using the SESIS student search function:

1. From the SESIS homepage, choose Search.
2. From the Search drop-down menu, choose "Students via Additional Admin:"

Students Quick Search Advanced Search

Search: Students

Customize

Students via Additional Admin

Students via Additional Physical Location

Students via Receiving Admin

First Attends

ID

Last Name

3. Search for a student by name, ID number, or other identifying information.

If school-based psychologists are unable to access the SESIS records of students on their case lists, they should inform their supervisors.

### Referral Notices Sent by Central DOE

Turning 5 cases will be opened by Central DOE and Central DOE will send referral notices to parents/guardians when cases are assigned. IEP teams ***should not*** create **Requests for Reevaluation** in SESIS or send referral notices.

The DOE will send referral notices in English and the parent's/guardian's preferred language.

### Confirm Open, Reevaluation Process Stage in SESIS

Clinicians should confirm that cases assigned to them are open and in the process stage indicated in case assignment lists. For reevaluations, in the student's SESIS profile, in the Special Education Summary section, the student must appear as follows:

- Process Stage: Reevaluation
- Process Type: Referral
- Is this process open? Yes

If a student's process stage is incorrect or if the process is not open, psychologists should inform their supervisors and should not take any action in SESIS in the meantime.

Note that procedures for initial Turning 5 cases are different from procedures for reevaluations. Please see section about [Initials](#) above.

### **Contact Parents/Guardians**

The DOE will send referral notices to parents/guardians at the same time cases are assigned to school or CSE based IEP teams. The notices will include letters informing parents/guardians that they will soon be contacted by a DOE representative who will coordinate their child's transition to kindergarten. They will be expecting a phone call. To allow time for notices to arrive, clinicians should wait at least one week after a case is assigned before contacting a parent/guardian.

- Clinicians' first contact with parents will provide opportunities to: welcome parents to the DOE;
- provide them with an overview of the kindergarten IEP process and timeline;
- answer any questions and address any concerns parents may have;
- confirm that the family has received the **Notice of Referral**; and
- Gather important information.

For guidelines, see the [Turning 5 Procedures for Clinicians Contacting Parents](#), [here](#).

### **School Staff Meet to Plan**

School leaders, school IEP teams, and School Implementation Teams (SITs) should meet this month to review the timelines outlined above and develop plans for managing cases.

### **District CSE Staff Fax or Upload Preschool IEPs and Assessments into SESIS**

District CSE staff have started to enter preschool IEPs and other documents into SESIS and will continue to do so as additional cases are opened and assigned.

School-based IEP teams should check students' SESIS records regularly. Starting the week of February 25<sup>th</sup>, if a student's documents are not available in SESIS two weeks after the case is assigned, the family worker should make an appointment to visit the district CSE office to fax documents into SESIS or photocopy documents to bring back to the school to be faxed or uploaded into SESIS from there.

### **Assessment Planning**

Once clinicians have contacted parents/guardians and confirmed that they have received referral notices, they should proceed with assessment planning. For reevaluations, creating the **Assessment Planning Document** should be psychologists' ***first action*** in SESIS.

Review the preschool IEP and assessments, plan new assessments (if necessary), and send a **Consent for Additional Assessments** or **Notice of No New Testing Needed** letter.

If the only assessment that will be done is an observation, write “observation only” between the first and second paragraphs of the **Consent for Additional Assessments** letter.

If an assistive technology evaluation is required and a qualified staff member is not available to conduct the evaluation, submit a referral for an evaluation as follows:

- For students attending District 75 programs please contact Karen Gorman at the Technology Solutions Office. ([Kgorman@schools.nyc.gov](mailto:Kgorman@schools.nyc.gov))
- Refer all other students to [the Center of Assistive Technology \(CAT\)](#). For more information, call 718 391 8197.

OTS or CAT will review the referral and indicate their decision in SESIS.

Note that clinicians must consider conducting functional behavior assessments (FBAs) and developing behavioral intervention plans (BIPs) for students whose behavior places themselves or others at risk of injury, for whom behavior problems impede learning, or for whom more restrictive settings may be considered as a result of behavior challenges.

School-based IEP teams should plan to complete all cases for preschool students transitioning to kindergarten during regular working hours. Assessments in languages other than English may need to be conducted at per session. With prior approval from a supervisor, in some circumstances some specialized assessments may be done per session as well. Note that this per session should be completed on a weekend, except when necessary. IEP teams should work closely with their supervisors to determine per session needs.

#### **Contact Preschools to Schedule Observations**

Observations are assessments; they should be listed in the **Assessment Planning** document and should not take place until **Consent for Additional Assessments** letters have been sent and consent has been received (or sufficient documented outreach has taken place).

If an observation is to be conducted, the IEP team should contact the preschool well in advance to make an appointment to visit. Preschool providers will be included in case assignment lists. In addition:

- Parents may be able to provide up-to-date contact information.
- Provider contact information may be included in progress reports.
- Committee on Preschool Special Education (CPSE) administrators at CSE offices can assist in identifying preschool providers.
- Additional contact information for preschools and providers can be found on the T5 [Infohub](#) under Contact Information for Preschools.

Please keep in mind that most preschools will be visited by representatives from many IEP teams. They will appreciate sufficient notice and your flexibility in scheduling.

If clinicians decide to use interview tools or checklists, clinicians should conduct interviews and complete checklist or interview forms themselves and **should not ask preschool staff to fill them out.**

Please note that while some preschools and preschool providers will begin to send progress reports to district CSEs in January, they are not obligated to provide progress reports until February 1. Clinicians **should not** ask preschools to

provide progress reports directly. District CSE staff will fax or upload progress reports into SESIS as they are received. Clinicians will be able to access reports once they are faxed or uploaded.

### **Address Changes**

CAP is the system of record for preschool students' records. If a student's address has changed since the Turning 5 case was assigned, clinicians should request that families inform them of the change in writing and then report the change and provide the documentation to their supervisors.

*Supervisors of Psychologists for school-based IEP teams will inform the CPSE administrator. The CPSE administrator will contact the family if necessary and follow procedures to change the address in CAP.*

If the new address is in a different district (for cases assigned to school-based IEP teams) or district CSE area (for cases assigned to CSE-based IEP teams), the case may be reassigned. Clinicians should inform their supervisors of such changes.

See Turning 5 Address Changes, [here](#), for more information.

### **Turning 5 Information and Resources**

Additional information and resources for IEP teams are on the [Infohub](#).